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ABSTRACT

A study was conducted to determine the perceptions of community college teachers in Kansas of the competencies required for effective teaching. Questionnaires were sent to a random sample of 225 full-time instructors at 19 Kansas community colleges soliciting faculty opinions of the importance of 70 teaching competencies, organized into categories dealing with course content, instructional method, instructor behavior, and student behavior, and asking them to indicate the extent to which they employed these competencies in the classroom. Study findings, based on an evaluation of each competency on a scale ranging from "highly important" to "not important," revealed: (1) 16 competencies were rated as "highly important," including 7 related to instructor behavior, 6 to course content, and 3 to student behavior; (2) the top ranked competencies were communicating respect for each student, conveying interest in the subject and its importance, and informing students of expectations at the start of the semester; and (3) discrepancies were found in instructors' ratings of the importance of 32 items in contrast to their use of the items (which involved respect and concern for students, practice of verbal techniques, use of questioning techniques, and use of set and closure techniques in the classroom). The implications of the study and the questionnaire are included in the report. (HB)

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A STUDY TO IDENTIFY EFFECTIVE CLASSROOM TEACHING COMPETENCIES FOR COMMUNITY COLLEGE FACULTY

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Retrenchment in higher education has become a familiar occurrence. Declining student enrollment has caused instructors to be released which in turn has lead to greater emphasis on tenure. Job security can no longer be assured and teachers are becoming more concerned about instructional competence. In addition, students and legislators are demanding accountability, further creating acute instructor apprehension about teaching effectiveness, assessment, and documentation. This trend toward accountability is creating substantial uncertainity among college educators (Centra, 1979).

A great deal of time, effort and research has gone into solving various teacher evaluation problems. Evaluation methods include instruments completed by administrators, peers, and students (Levin, 1979). Although these evaluation methods appear to be accurate and reliable, evalution forms often fail to identify specific teaching competencies or classroom behaviors teachers practice to be successful educators.

Alciatore (1979) found that students prefer qualities such as interest in students, good personality, interest in subject matter, objectivity in subject matter and ability to communicate with students as outstanding teaching competencies for successful teaching. How teachers obtain these teaching competency qualities was not clearly stated. Norris (1980) stated that evaluation must be couched in clear and concise terms but made no mention of what teaching competencies must be exhibited by the instructor. Urbanic (1973) even proposed self evaluation as an important teaching competency for effective teaching but failed to address specifically what teaching competencies teachers need to look for in evaluating their own classroom instruction. Research indicates that there are no uniform conditions common to quality instruction (Suttle, 1978). Even so, instruction continues to be evaluated as effective or ineffective based on instructor performance while the competencies that make up the performance are not specifically identified.

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A review of literature revealed a need to define the teaching competencies that are used to evaluate instructors. Such clarification of teaching competencies could aid practicing community college instructors to be more effective and have a better understanding of the learning process. Those instructors teaching education courses for beginning teachers would know what to emphasize for training teachers. Those instructors entering the profession would know what teaching competencies to utilize for a successful teaching experience. Such a thorough understanding of how instructors utilize the teaching competencies to enhance the students' grasp of subject matter could give insight into how students learn. Such insight could enable instructors to help students be more successful in their educaional pursuit.

PROBLEM

Hypothesis: The study was designed to determine what Kansas community college faculties perceive as important competencies for effective teaching. The basic null hypotheses included the following:

1. There are no teaching competencies on the survey instrument that will be rated important, more important, or highly important by community college instructors in this study.

2. There is no significant difference between the importance and usage assigned to the teaching competencies by community college instructors.

Definition of Terms: Teaching competencies were defined as those effective teaching behaviors instructors exhibit in classroom teaching. Teaching competency importance scale was an instrument used by community college faculty to evaluate the worth of identified teaching competencies. Utilization scale was an instrument used by community college faculty to indicate the occurrence level of identified teaching competencies. Full time community college instructors utilized in this study were those who had a least 12 contact hours in one of the 19 community colleges in Kansas.

Sample: The sample consisted of 225 randomly selected instructors from the full time faculty of 19 community college in Kansas.

Limitations: The effective classroom teaching competencies were limited to those found through research. Importance of the selected teaching competencies and their usage by community college faculty was researched. External validity of the study was limited by a random sample of Kansas

community college faculties who were willing to participate in the research. Various fields of instruction, vocational and academic areas of instruction, age levels, years of experience and hours of education were encompassed by the study.

PROCEDURES

The presidents of community colleges of Kansas were contacted for a list of all full time faculty members of their respective schools. A random selection of 225 community college instructors were chose from a compiled list. The selected instructors were mailed a teaching competency survey to evaluate the importance and usage of the teaching competencies.

FINDINGS

The null hypothesis of research question one stating that no teaching competencies are rated as important, more important or highly important was rejected. Sixty-eight of the seventy competencies were ranked from important to highly important.

Sixteen competencies were rated "highly important" with a mean ranging from 4.672 to 4.194. Those instructor behavior teaching competencies ranked as "highly important" included:

Respect for each student as a person and an individual is communicated to the class.	4.672
Interest in the subject and its importance is conveyed to students during classroom presentations.	4.590
Students are told what is expected of them in the classroom at the start of the semester.	4.590
Eye contact is maintained with students during classroom presentations.	4.459
Various verbal skills (pitch, projection, tone, pauses, emphasis, vocabulary) are used to increase communication with students.	4.377
The students' contributions to the learning process are respected by the teacher.	4.344
The students' frustrations in learning and intellectual growth are understood by the teacher.	4.279

Course content teaching competencies that ranked as "highly important" comprised the following:

Test items are matched to content taught.	4.458
Students are informed how they will be evaluated in the class.	4.403
Textbooks and reading materials are selected which students can read and uderstand.	4.323
The course material is organized in a planned logical sequence.	4.274
The course topics selected for students to study are considered very carefully.	4.258
The time sequence for the course material is planned for the entire semester.	4.194

Teaching competencies rated "highly important" that pertained to the use of student behavior included:

When the teacher lacks the information to a student's question, it is best to admit to not knowing the answer.	4.500
Challenge of the instructors wisdom is accepted from students who are sincere about their learning.	4.250
Students are encouraged to contribute to class discussions.	4.221

The second highest rating of importance was the value "more important". This value contained 42 competencies with a mean ranging from 4.178 to 3.371. Course content teaching competencies rated as "more important" included:

Various examples are used to explain and illustrate new concepts and material.	4.177
Students are told the sequence of topics in the course and the purpose of the sequence.	3.984
Instructional objectives are written for the course and given to the students.	3.871
Learning activities are developed to challenge students on various intellectual levels in the classroom	3.823
Test questions are written to challenge students at various levels of intellect.	3.807
The subject matter/course content is related to the students' needs and desires.	3.807
The method of student testing is varied to allow for the expression of student knowledge in different ways.	3.661

Test items are analyzed for validity and reliability.	3.581

Instructional teaching method competencies rated as "more important" comprised the following:

Questions are asked which allow students to apply or interpret their knowledge of the subject or material.	4.129
Different levels of questions (memory, application, or analysis) are asked to raise the students' levels of understanding.	4.081
Various methods of teaching are employed to maintain student interest.	4.081
Teacher-stated questions about the subject matter are used to help the students focus on the topic.	4.065
New material is introduced by relating it to previously learned material.	4.016
Probing questions that require students to rethink their answers are used to help students gain a greater understanding of the subject.	4.000
Class presentations are varied to match the lessons to be studied.	3.968
The students' attention span and non-verbal cues are considered to establish the pacing of the lesson in the classroom.	3.952
Students' questions are considered or evaluated to determine pacing of the class presentations.	3.936
Directions or procedures during class presentations are changed to accomodate the students' responses to the lesson.	3.887
Plans are made for the inclusion of audio-visual material in the classroom presentation.	3.887
High level questions, which allow students to analyze, synthesize, or evaluate the knowledge gained, are asked in the classroom.	3.871
Analogies are used to illustrate the relationship of new material to previous instruction.	3.885
A question period is planned at the end of the introduction of new material.	3.774
Presentations are carefully planned to include closure (e.g. review major lesson points, summarize, etc.)	3.774

Class presentations are carefully planned to include set (e.g. establish lesson objectives, motivate students, etc.)	3.758
The content which will be covered and how the student will be evaluated are clearly stated when introducing new material.	3.758
During the regular class period, time is planned to make assignments.	3.726
Questions that will be asked of students are planned for the classroom presentation.	3.371
New material is introduced by using thought provoking questions.	3.710
New material is introduced by relating the subject to the students' current interests.	3.677
Time at the end of class is allowed to summarize the major points of a classroom discussion.	3.548

Five instructor behavior teaching competencies were ranked as "more important" included the following:

Tests are graded and handed back by the next class meeting for good feedback to the students.	4.148
Hand gestures and body movement are used to emphasize major points during classroom presentations.	4.033
Silence or wait time is used to allow students time to consider the questions posed by the teacher.	4.033
Statements or commands are used to bring students back to the topic or subject.	3.738
Silence is used as a means to illustrate points and allow for understanding during classroom presentations.	3.574

Use of student behavior teaching competencies ranked as "more important" comprised the following:

Student participation is stressed to correct misunderstanding.	4.118
Students' suggestions are used to clarify or improve their understanding of the subject.	3.927
Students who participate and contribute to class discussions are praised.	3.750
Students' questions are restated by the instructor to analyze what they are asking and clarify important points.	3.721
A planned question period for students is part of the classroom presentation.	3.662

How students react to the various topics is thought through carefully when planning lessons. 3.632

Students' questions are redirected to other students to increase student participation. 3.458

The third highest rating of importance was the value "important". Ten competencies were ranked as important with means ranging from 3.361 to 2.623. Two course content teaching competencies were rated "important":

Students are shown how to organize their notes for study purposes. 3.016

Instructional objectives are written at various levels to enable students to achieve at their own level of understanding. 2.919

Instruction method teaching competencies rated as "important" included the follwing:

At the close of class, new material is tied to previously learned knowledge for continuity purposes. 3.290

Time is spent in class to help students become acquainted with each other to increase participation in classroom discussion. 3.177

At the end of the class period, time is planned to help students organize the material for review purposes. 2.855

Instructor behavior teaching competencies ranked as "important" contained the following:

The schedule for major exams is announced to the students at the start of the semester. 3.361

Objectives are written for the management of the teaching techniques in the classroom. 3.164

Observation instruments are used for the purpose of improving the instructor's teaching. 3.033

Class presentations are videotaped for the purpose of teacher self-improvement. 2.738

Class presentations are audiotaped for the purpose of teacher self-improvement. 2.623

Two teaching competencies were ranked as having "little importance".

Pretests are used to determine the students' levels of understanding. 2.436

Only lower level questions (memory and transfer) are asked of students. 2.129

Research question two asked whether or not those teaching competencies deemed important are the same teaching competencies utilized by community college faculty. There were 32 teaching competencies that had significantly higher importance rating than usage by community college instructors.

Competencies that were rated as significantly more important than usage included:

Use of audio and video tape for self-evaluation.

Use of observation instruments for self-evaluation.

Writing instruction objectives for students' achievement level.

Helping students organize material.

Proper use of verbal skills for improved communication.

Writing objectives for management of teaching techniques.

Checking and evaluating student participation in classroom discussion.

Encouraging student participation in classroom discussion.

Use of class time to help students to become acquainted with one another.

Teacher planning of questions to be asked of students during classroom presentation.

The remaining competencies that were evaluated as significantly different were within the mean range of the same competency value for importance and usage.

CONCLUSIONS

The analysis of those teaching competencies considered highly important and more important by community college instructors identifed the following areas as important for effective teaching.

Teaching competencies, that involved the students, were rated as highly important and more important by community college instructors. Examples of teaching competencies that involve students included: respect for students, respect of students contributions, understanding of students frustrations and consideration of students questions.

A second area of importance for effective teaching included those teaching competencies that involved planning and informing students of course content. Teaching competenices addressing course content planning included those that inform students about course content, select textbooks and reading material for students and set the course time sequence based on students' needs and desires.

A third area of importance for effective teaching included those teaching competencies that planned and informed students about evaluation criteria.

Teaching competencies addressing evaluation criteria included matching test items to course content, informing students of evaluation processes that included instructor grading and analysis of tests.

The fourth area of importance for effective teaching concerned those teaching competencies that addressed planning and practicing of classroom techniques. Eye contact, hand gestures, use of verbal skills, questioning techniques and wait time were some teaching techniques rated as highly important or more important by community college instructors. These teaching competencies considered as important included in an in-service program should prove beneficial to community college instructors wanting to improve their teaching.

Data gathered to answer the second research question that compared rating of importance and usage of teaching competencies by community college instructors found several competencies not utilized at the rated importance level. Teaching competencis that received a higher importance level and lower usage evaluation involved respect and concern for students, practicing verbal techniques, use of questioning techniques and classroom techniques of set and closure. Data from research question two point out the need to develop a means of establishing that a specific teaching competency is being practiced at the importance level accorded by community college instructors.

IMPLICATIONS

The implication of the data from the research has lead the researchers to make the following recommendations:

The concept of difference between importance and usage rating of the competencies points out the need to establish a program of self-evaluation to assure that teaching competencies deemed important are being practiced in the classroom. Interstingly those competencies that evaluated this concept on the survey were rated as important but received a usage rating significantly lower by the community college instructors in this study. If instructors are to improve, self-evalution will need to be emphasized by the community college instructors.

Another use for the teaching competencies would be to establish a training program for future educators. The instructional program could be based on the teaching competencies deemed important by community college instructors, divided into the four areas of teaching importance. Those teaching competencies within each area could be expanded to identify in detail

precisely what teaching behaviors are necessary to perform a particular teaching competency.

Instructor self-evaluation remains an important issue withing the larger arena of effective teaching; how to encourage community college instructors to participate in self-evaluation remains a major problem. Research to obtain data and programs to convince instructors of the need to re-examine and re-evaluate their classroom instruction need to be undertaken.

The researchers acknowledge that the list of competencies in this study is by no means exhaustive. Instructors are unique, independent individuals and any study would probably fail to identify all inclusive competencies that would be an answer for all instructors. If instructors can identify those competencies that are relevant to their classroom proficiency and sanction the usage of those competencies, instruction can and will improve.

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APPENDIX

COMPETENCY RATING BY IMPORTANCE

Rating		Competency	Mean
Highly Important (4.19 - 5.00)	55.	Respect for each student as a person and an individual is communicated to the class.	4.672
	56.	Interest in the subject and its importance is conveyed to students during classroom presentations.	4.590
	51.	Students are told what is expected of them in the classroom at the start of the semester.	4.590
	68.	When the teacher lacks the information to a student's question, it is best to admit to not knowing the answer.	4.500
	44.	Eye contact is maintained with students during classroom presentations.	4.459
	8.	Test items are matched to content taught.	4.458
	5.	Students are informed how they will be evaluated in the class.	4.403
	45.	Various verbal skills (pitch, projection, articulation, pronunciation, tone, pauses, emphasis, vocabulary) are used to increase communication with students.	4.377
	53.	The students' contributions to the learning process are respected by the teacher.	4.344

(Continued)

Rating	Competency	Mean
Highly Important (4.19 - 5.00)	12. Textbooks and reading materials are selected which students can read and understand.	4.323
	54. The students' frustrations in learning and intellectual growth are understood by the teacher.	4.279
	1. The course material is organized in a planned logical sequence.	4.274
	17. The course topics selected for students to study are considered very carefully.	4.258
	69. Challenge of the instructor's wisdom is accepted from students who are sincere about their learning.	4.250
	66. Students are encouraged to contribute to class discussions.	4.221
	14. The time sequence for the course material is planned for the entire semester.	4.194

(continued)

COMPETENCY RATING BY IMPORTANCE

Rating	Competency	Mean
More Important (3.37 - 4.18)	4. Various examples are used to explain and illustrate new concepts and material.	4.177
	50. Tests are graded and handed back by the next class meeting for good feedback to the students.	4.148
	29. Questions are asked which allow students to apply or interpret their knowledge of the subject or material.	4.129
	62. Student participation is stressed to correct misunderstanding.	4.116
	27. Different levels of questions (memory, application, or analysis) are asked to raise the students' levels of understanding.	4.081
	39. Various methods of teaching are employed to maintain student interest.	4.081
	31. Teacher-stated questions about the subject matter are used to help the students focus on the topic.	4.065
	46. Hand gestures and body movement are used to emphasize major points during classroom presentations.	4.033
	20. New material is introduced by relating it to previously learned material.	4.016

(Continued)

Rating		Competency	Mean
More Important (3.37 - 4.18)	32.	Probing questions that require students to rethink their answers are used to help students gain a greater understanding of the subject.	4.000
	2.	Students are told the sequence of topics in the course and the purpose of the sequence.	3.984
	26.	Class presentations are varied to match the lessons to be studied.	3.968
	24.	The students' attention span and non-verbal cues are considered to establish the pacing of the lesson in the classroom.	3.952
	23.	Students' questions are considered or evaluated to determine pacing of the class presentations.	3.936
	67.	Students' suggestions are used to clarify or improve their understanding of the subject.	3.927
	22.	Directions or procedures during class presentations are changed to accomodate the students' responses to the lesson.	3.887
	43.	Plans are made for the inclusion of audio-visual material in the classroom presentation.	3.887
	30.	High level questions, which allow students to analyze, synthesize, or evaluate the knowledge gained, are asked in the classroom.	3.871

(Continued)

Rating		Competency	Mean
More Important (3.37 - 4.18)	9.	Instructional objectives are written for the course and given to the students.	3.871
	25.	Analogies are used to illustrate the relationship of new material to previous instruction.	3.855
	10.	Learning activities are developed to challenge students on various intellectual levels in the classroom.	3.823
	6.	Test questions are written to challenge students at various levels of intellect.	3.807
	16.	The subject matter/course content is related to the students' needs and desires.	3.807
	48.	Silence or wait time is used to allow students time to consider the questions posed by the teacher.	3.787
	33.	A question period is planned at the end of the introduction of new material.	3.774

(Continued)

Rating		Competency	Mean
More Important (Continued)	41.	Presentations are carefully planned to include closure (e.g. review major lesson points, summarize, etc.)	3.774
	40.	Class presentations are carefully planned to include set (e.g. establish lesson objectives, motivate students, etc.)	3.758
	21.	The content which will be covered and how the student will be evaluated are clearly stated when introducing new material.	3.758
	65.	Students who participate and contribute to class discussions are praised.	3.750
	49.	Statements or commands are used to bring students back to the topic or subject.	3.738
	36.	During the regular class period, time is planned to make assignments.	3.726
	63.	Students' questions are restated by the instructor to analyze what they are asking and clarify important points.	3.721
	18.	New material is introduced by using thought provoking questions.	3.710
	19.	New material is introduced by relating the subject to the students' current interests.	3.677
	61.	A planned question period for students is part of the classroom presentation.	3.662

(Continued)

Rating	Competency	Mean
More Important (Continued)	15. The method of student testing is varied to allow for the expression of student knowledge in different ways.	3.661
	70. How students react to the various topics is thought through carefully when planning lessons.	3.632
	7. Test items are analyzed for validity and reliability.	3.581
	47. Silence is used as a means to illustrate points and allow for understanding during classroom presentations.	3.574
	35. Time at the end of class is allowed to summarize the major points of a classroom discussion.	3.548
	64. Students' questions are redirected to other students to increase student participation.	3.485
	42. Questions that will be asked of students are planned for the classroom presentation.	3.371

(continued)

COMPETENCY RATING BY IMPORTANCE

Rating		Competency	Mean
Important (2.55 - 3.36)	52.	The schedule for major exams is announced to the students at the start of the semester.	3.361
	38.	At the close of class, new material is tied to previously learned knowledge for continuity purposes.	3.290
	34.	Time is spent in class to help students become acquainted with each other to increase participation in classroom discussion.	3.177
	59.	Objectives are written for the management of the teaching techniques in the classroom.	3.164
	60.	Observation instruments are used for the purpose of improving the instructor's teaching.	3.033
	3.	Students are shown how to organize their notes for study purposes.	3.016
	11.	Instructional objectives are written at various levels to enable students to achieve at their own level of understanding.	2.919
	37.	At the end of the class period, time is planned to help students organize the material for review purposes.	2.855
	57.	Class presentations are videotaped for the purpose of teacher self-improvement.	2.738

(Continued)

Rating		Competency	Mean
Important (2.55 - 3.36)	58.	Class presentations are audiotaped for the purpose of teacher self-improvement.	2.623
Little Importance (1.73 - 2.54)	13.	Pretests are used to determine the students' levels of understanding.	2.436
	28.	Only lower level questions (memory or transfer) are asked of students.	2.129

COMPETENCY RATING
IMPORTANCE VERSUS USAGE
t-TEST

COMPETENCY	IMPORTANCE MEAN	USAGE MEAN	*t*-SCORE
Highly Important (4.19 - 5.00)			
55. Respect for each student as a person and an individual is communicated to the class.	4.672	4.279	4.445***
56. Interest in the subject and its importance is conveyed to students during classroom presentations.	4.590	4.393	2.617*
51. Students are told what is expected of them in the classroom at the start of the semester.	4.590	4.672	-1.746
68. When the teacher lacks the information to a students's question, it is best to admit to not knowing the answer.	4.500	4.441	0.803
44. Eye contact is maintained with students during classroom presentations.	4.459	4.459	0.000
8. Test items are matched to content taught.	4.458	4.468	1.334
5. Students are informed how they will be evaluated in the class.	4.403	4.532	-1.463

Significant Difference *.05, **.01, ***.001

(Continued)

COMPETENCY	IMPORTANCE MEAN	USAGE MEAN	t-SCORE
Highly Important (4.19 - 5.00)			
45. Various verbal skills (pitch, projection, articulation, pronunciation, tone, pauses, emphasis, vocabulary) are used to increase communication with students.	4.377	4.131	3.153**
53. The students' contributions to the learning process are respected by the teacher.	4.344	4.197	1.849
12. Textbooks and reading materials are selected which students can read and understand.	4.323	4.194	1.862
54. The students' frustrations in learning and intellectual growth are understood by the teacher.	4.279	3.918	3.702***
1. The course material is organized in a planned logical sequence.	4.274	4.387	-1.039
17. The course topics selected for students to study are considered very carefully.	4.258	4.161	1.311
69. Challenge of the instructor's wisdom is accepted from students who are sincere about their learning.	4.250	4.176	0.917

Significant Difference *.05, **.01, ***.001

(Continued)

COMPETENCY	IMPORTANCE MEAN	USAGE MEAN	t-SCORE
Highly Important (4.19 - 5.00)			
66. Students are encouraged to contribute to class discussions.	4.221	3.985	2.530*
14. The time sequence for the course material is planned for the entire semester.	4.194	4.306	-0.133
More Important (3.37 - 4.18)			
4. Various examples are used to explain and illustrate new concepts and material.	4.177	4.194	-0.193
50. Tests are graded and handed back by the next class meeting for good feedback to the students.	4.148	4.000	1.421
29. Questions are asked which allow students to apply or interpret their knowledge of the subject or material.	4.129	4.000	1.571
62. Student participation is stressed to correct misunderstanding.	4.118	3.985	1.581
27. Different levels of questions (memory, application, or analysis) are asked to raise the students' levels of understanding.	4.081	3.403	8.149***
39. Various methods of teaching are employed to maintain student interest.	4.081	3.754	3.508***

Significant Difference *.05, **.01, ***.001

(Continued)

COMPETENCY	IMPORTANCE MEAN	USAGE MEAN	t-SCORE
More Important (3.37 - 4.18)			
31. Teacher-stated questions about the subject matter are used to help the students focus on the topic.	4.065	3.918	0.795
46. Hand gestures and body movement are used to emphasize major points during classroom presentations.	4.033	4.033	0.000
20. New material is introduced by relating it to previously learned material.	4.016	4.115	-1.626
32. Probing questions that require students to rethink their answers are used to help students gain a greater understanding of the subject.	4.000	3.607	4.181***
2. Students are told the sequence of topics in the course and the purpose of the sequence.	3.984	4.130	-1.640
26. Class presentations are varied to match the lessons to be studied.	3.968	3.787	2.292*
24. The students' attention span and non-verbal cues are considered to establish the pacing of the lesson in the classroom.	3.952	3.771	1.966*

Significant Difference *.05, **.01, ***.001

(Continued)

COMPETENCY	IMPORTANCE MEAN	USAGE MEAN	t-SCORE
More Important (3.37 - 4.18)			
23. Students' questions are considered or evaluated to determine pacing of the class presentations.	3.936	3.836	1.209
67. Students' suggestions are used to clarify or improve their understanding of the subject.	3.926	3.750	1.771
22. Directions or procedures during class presentations are changed to accomodate the students' responses to the lesson.	3.887	3.836	1.209
43. Plans are made for the reclusion of audio-visual material in the classroom presentation.	3.887	3.803	1.068
30. High level questions, which allow students to analyze, synthesize, or evaluate the knowledge gained, are asked in the classroom.	3.871	3.738	1.491
9. Instructional objectives are written for the course and given to the students.	3.871	3.839	0.471
25. Analogies are used to illustrate the relationship of new material to previous instruction.	3.855	3.885	-0.357
10. Learning activities are developed to challenge students on various intellectual levels in the classroom.	3.823	3.452	3.443

Significant Difference *.05, **.01, ***.001

(continued)

COMPETENCY	IMPORTANCE MEAN	USAGE MEAN	t-SCORE
More Important (continued)			
6. Test questions are written to challenge students at various levels of intellect.	3.806	3.645	1.870
16. The subject matter/course content is related to the students' needs and desires.	3.806	3.839	-0.432
48. Silence or wait time is used to allow students time to consider the questions posed by the teacher.	3.787	3.607	1.775
33. A question period is planned at the end of the introduction of new material.	3.774	3.574	2.181*
41. Presentations are carefully planned to include closure (e.g. review major lesson points, summarize, etc.)	3.774	3.525	2.723**
40. Class presentations are carefully planned to include set (e.g. establish lesson objectives, motivate students, etc.)	3.758	3.557	2.687**
21. The content which will be covered and how the student will be evaluated are clearly stated when introducing new material.	3.758	3.771	-0.180

Significant Difference *.05, **.01, ***.001

(Continued)

COMPETENCY	IMPORTANCE MEAN	USAGE MEAN	t-SCORE
More Important (Continued)			
65. Students who participate and contribute to class discussions are praised.	3.750	3.568	1.893
49. Statements or commands are used to bring students back to the topic or subject.	3.738	3.459	3.205**
36. During the regular class period, time is planned to make assignments.	3.726	3.787	-0.729
63. Students' questions are restated by the instructor to analyze what they are asking and clarify important points.	3.721	3.544	2.046*
18. New material is introduced by using thought provoking questions.	3.710	3.393	3.503***
19. New material is introduced by relating the subject to the students' current interests.	3.677	3.475	2.279*
61. A planned question period for students is part of the classroom presentation.	3.662	3.515	1.516
15. The method of student testing is varied to allow for the expression of student knowledge in different ways.	3.661	3.500	1.776

Significant Difference *.05, **.01, ***.001

(Continued)

COMPETENCY	IMPORTANCE MEAN	USAGE MEAN	t-SCORE
More Important (Continued)			
70. How students react to the various topics is thought through carefully when planning lessons.	3.632	3.412	2.071*
7. Test items are analyzed for validity and reliability.	3.581	3.242	3.045**
47. Silence is used as a means to illustrate points and allow for understanding during classroom presentations.	3.574	3.377	2.048*
35. Time at the end of class is allowed to summarize the major points of a classroom discussion.	3.549	3.148	4.358***
64. Students' questions are redirected to other students to increase student participation.	3.485	3.368	1.276
42. Questions that will be asked of students are planned for the classroom presentation.	3.371	3.213	2.093*

Significant Difference *.05, **.01, ***.001

(continued)

COMPETENCY RATING
IMPORTANCE VERSUS USAGE
t-TEST

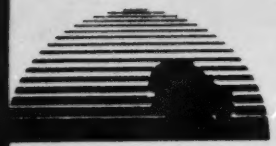
COMPETENCY	IMPORTANCE MEAN	USAGE MEAN	*t*-SCORE
Important (2.55 - 3.36)			
52. The schedule for major exams is announced to the students at the start of the semester.	3.361	3.426	-0.667
38. At the close of class, new material is tied to previously learned knowledge for continuity purposes.	3.290	2.852	4.584***
34. Time is spent in class to help students become acquainted with each other to increase participation in classroom discussion.	3.177	2.902	2.511*
59. Objectives are written for the management of the teaching techniques in the classroom.	3.164	2.803	3.049**
60. Observation instruments are used for the purpose of improving the instructor's teaching.	3.033	2.295	5.716***
3. Students are shown how to organize their notes for study purposes.	3.016	2.839	1.629

Significant Difference *.05, **.01, ***.001

(Continued)

COMPETENCY	IMPORTANCE MEAN	USAGE MEAN	t-SCORE
Important (Continued)			
11. Instructional objectives are written at various levels to enable students to achieve at their own level of understanding.	2.919	2.403	6.508***
37. At the end of the class period, time is planned to help students organize the material for review purposes.	2.855	2.295	6.190***
57. Class presentations are videotaped for the purpose of teacher self-improvement.	2.738	1.393	11.191***
58. Class presentations are audiotaped for the purpose of teacher self-improvement.	2.623	1.459	8.534***
Little Importance (1.73 - 2.54)			
13. Pretests are used to determine the students' levels of understanding.	2.435	2.016	3.930***
28. Only lower level questions (memory or transfer) are asked of students.	2.129	2.230	-1.313

Significant Difference *.05, **.01, ***.001



CLASSROOM TEACHING COMPETENCIES

FOR COMMUNITY COLLEGE FACULTY

Developed by Allen Hirst & Dr. Gerald Bailey

Hutchinson Community College

Protection of Human Subjects Statement

This survey is being conducted under guidelines established by Kansas State University. By cooperation you will help provide answers to important questions; however, your participation is strictly voluntary. It is recognized that by completing the survey, you have voluntarily given your consent to participate in this study. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Please be advised that you have the right to withdraw from participation in this study at any time or not to participate in the study at all. Confidentiality is guaranteed; your name or your college will not be associated with your answers in any public or private report of the results. Inquiries about the study prior to and/or after you participation are welcomed.

DEMOGRAPHIC INFORMATION

Age: 20-30 _____
31-40 _____
41-50 _____
51-60 _____
61 + _____

Sex: Female _____
Male _____

Area of Instruction: Academic _____
(e.g. English, History, etc.)

Vocational _____
(e.g. Nursing, Electronics, etc.)

Field of Instruction:(e.g. English, History, Electronics, etc.) _____

Current job status: Instructor _____ Department Chairperson _____
Supervision _____ Other _____

Length of time at this Institution: _____

Number of years of teaching experience at the following levels:
College _____ Senior High _____ Middle/Junior High _____ Other _____

Highest degree obtained: BS/MA _____ MS/MA _____ Ed.S _____ PHD _____

Number of college hours taken since the last degree: _____

Number of education hours taken: _____
(e.g. College Teaching, AV Techniques, etc.)

Number of students in the one class that will be administered the IDEA student feedback form: _____.

CLASSROOM TEACHING COMPETENCIES

The following pages contain a list of teaching competencies that research has identified as essential to the classroom instructor for effective teaching. Would you rate each competency for importance and utilization frequency. The Competency Importancy Scale (Scale A) indicates the value that the competancy has for you in the classroom. The Utilization Frequency Scale (Scale B) indicates the frequency whith which you perform the competency. Consider the importance of the competency first and record your response in Scale A. Then record the utilization of the competency in the classroom in Scale B before going on to the next statement. As you evaluate the competency statements, consider one class that is most characteristic of your teaching style. The following statements interpret the two scales.

Scale A: IMPORTANCE

1 = Not important - competency has no effect on teaching.
2 = Little importance - competency useful but not essential for teaching success.
3 = Important - competency is necessary and has planned usage.
4 = More important - competency is vital to instructional success.
5 = Highly important - competency is a major behavior of the instructor.

Scale B: UTILIZATION

1 = Never used - competency would never be used.
2 = Rarely used - competency may be used but never planned.
3 = Occasionally used - competency use planned for opportune times.
4 = Frequently used - competency use planned nearly every class period.
5 = Constantly used - competency a major method of the teachers instructionsl behavior.

Example: Circle one number in each of the two scales for each competency listed.

Scale A IMPORTANCE	COMPETENCY STATEMENT	Scale B UTILIZATION
1 2 (3) 4 5	1. Throw back questioning is used to stimulate student discussion.	1 2 3 (4) 5

These responses indicate that throw back questioning is fairly important and is used frequently.

Write in the name of the class you are considering. _____

Course Content Competencies

Scale A IMPORTANCE	COMPETENCY STATEMENT	Scale B UTILIZATION
1 2 3 4 5	1. The course material is organized in a planned logical sequence.	1 2 3 4 5
1 2 3 4 5	2. Students are told the sequence of topics in the course and the purpose of the sequence.	1 2 3 4 5

Scale A IMPORTANCE	Course Content Competencies COMPETENCY STATEMENT	Scale B UTILIZATION
1 2 3 4 5	3. Students are shown how to organize their notes for study purposes.	1 2 3 4 5
1 2 3 4 5	4. Various examples are used to explain and illustrate new concepts and material.	1 2 3 4 5
1 2 3 4 5	5. Students are informed how they will be evaluated in the class.	1 2 3 4 5
1 2 3 4 5	6. Test questions are written to challenge students at various levels of intellect.	1 2 3 4 5
1 2 3 4 5	7. Test items are analyzed for validity and reliability.	1 2 3 4 5
1 2 3 4 5	8. Test items are matched to content taught.	1 2 3 4 5
1 2 3 4 5	9. Instructional objectives are written for the course and given to the students.	1 2 3 4 5
1 2 3 4 5	10. Learning activities are developed to challenge students on various intellectual levels in the classroom.	1 2 3 4 5
1 2 3 4 5	11. Instructional objectives are written at various levels to enable students to achieve at their own level of understanding.	1 2 3 4 5
1 2 3 4 5	12. Textbooks and reading materials are selected which students can read and understand.	1 2 3 4 5
1 2 3 4 5	13. Pretests are used to determine the students' levels of understanding.	1 2 3 4 5
1 2 3 4 5	14. The time sequence for the course material is planned for the entire semester.	1 2 3 4 5
1 2 3 4 5	15. The method of student testing is varied to allow for the expression of student knowledge in different ways.	1 2 3 4 5
1 2 3 4 5	16. The subject matter/course content is related to the students' needs and desires.	1 2 3 4 5
1 2 3 4 5	17. The course topics selected for students to study are considered very carefully.	1 2 3 4 5

Scale A IMPORTANCE	Instructional Method Competencies COMPETENCY STATEMENT	Scale B UTILIZATION
1 2 3 4 5	18. New material is introduced by using thought provoking questions.	1 2 3 4 5
1 2 3 4 5	19. New material is introduced by relating the subject to the students' current interests.	1 2 3 4 5
1 2 3 4 5	20. New material is introduced by relating it to previously learned material.	1 2 3 4 5
1 2 3 4 5	21. The content which will be covered and how the student will be evaluated are clearly stated when introducing new material.	1 2 3 4 5

Scale A IMPORTANCE	Instructional Method Competencies COMPETENCY STATEMENT	Scale B UTILIZATION
1 2 3 4 5	42. Questions that will be asked of students are planned for the classroom presentation.	1 2 3 4 5
1 2 3 4 5	43. Plans are made for the inclusion of audio-visual material in the classroom presentation.	1 2 3 4 5

Scale A IMPORTANCE	Instructor Behavior Competencies COMPETENCY STATEMENT	Scale B UTILIZATION
1 2 3 4 5	44. Eye contact is maintained with students during classroom presentations.	1 2 3 4 5
1 2 3 4 5	45. Various verbal skills (pitch, projection, articulation, pronunciation, tone, pauses, emphasis, vocabulary) are used to increase communication with students.	1 2 3 4 5
1 2 3 4 5	46. Hand gestures and body movement are used to emphasize major points during classroom presentations.	1 2 3 4 5
1 2 3 4 5	47. Silence is used as a means to illustrate points and allow for understanding during classroom presentations.	1 2 3 4 5
1 2 3 4 5	48. Silence or wait time is used to allow students time to consider the questions posed by the teacher.	1 2 3 4 5
1 2 3 4 5	49. Statements or commands are used to bring students back to the topic or subject.	1 2 3 4 5
1 2 3 4 5	50. Tests are graded and handed back by the next class meeting for good feedback to the students.	1 2 3 4 5
1 2 3 4 5	51. Students are told what is expected of them in the classroom at the start of the semester.	1 2 3 4 5
1 2 3 4 5	52. The schedule for major exams is announced to the students at the start of the semester.	1 2 3 4 5
1 2 3 4 5	53. The students' contributions to the learning process are respected by the teacher.	1 2 3 4 5
1 2 3 4 5	54. The students' frustrations in learning and intellectual growth are understood by the teacher.	1 2 3 4 5
1 2 3 4 5	55. Respect for each student as a person and an individual is communicated to the class.	1 2 3 4 5
1 2 3 4 5	56. Interest in the subject and its importance is conveyed to students during classroom presentations.	1 2 3 4 5
1 2 3 4 5	57. Class presentations are videotaped for the purpose of teacher self-improvement.	1 2 3 4 5
1 2 3 4 5	58. Class presentations are audiotaped for the purpose of teacher self-improvement.	1 2 3 4 5
1 2 3 4 5	59. Objectives are written for the management of the teaching techniques in the classroom.	1 2 3 4 5
1 2 3 4 5	60. Observation instruments are used for the purpose of improving the instructor's teaching.	1 2 3 4 5

Scale A IMPORTANCE	Instructional Method Competencies COMPETENCY STATEMENT	Scale B UTILIZATION
1 2 3 4 5	22. Directions or procedures during class presentations are changed to accomodate the students' responses to the lesson.	1 2 3 4 5
1 2 3 4 5	23. Students' questions are considered or evaluated to determine pacing of the class presentations.	1 2 3 4 5
1 2 3 4 5	24. The students' attention span and non-verbal cues are considered to establish the pacing of the lesson in the classroom.	1 2 3 4 5
1 2 3 4 5	25. Analogies are used to illustrate the relationship of new material to previous instruction.	1 2 3 4 5
1 2 3 4 5	26. Class presentations are varied to match the lessons to be studied.	1 2 3 4 5
1 2 3 4 5	27. Different levels of questions (memory, application, or analysis) are asked to raise the students' levels of understanding.	1 2 3 4 5
1 2 3 4 5	28. Only lower level questions (memory or transfer) are asked of students.	1 2 3 4 5
1 2 3 4 5	29. Questions are asked which allow students to apply or interpret their knowledge of the subject or material.	1 2 3 4 5
1 2 3 4 5	30. High level questions, which allow students to analyze, synthesize, or evaluate the knowledge gained, are asked in the classroom.	1 2 3 4 5
1 2 3 4 5	31. Teacher-stated questions about the subject matter are used to help the students focus on the topic.	1 2 3 4 5
1 2 3 4 5	32. Probing questions that require students to rethink their answers are used to help students gain a greater understanding of the subject.	1 2 3 4 5
1 2 3 4 5	33. A question period is planned at the end of the introduction of new material.	1 2 3 4 5
1 2 3 4 5	34. Time is spent in class to help students become acquainted with each other to increase participation in classroom discussion.	1 2 3 4 5
1 2 3 4 5	35. Time at the end of class is allowed to summarize the major points of a classroom discussion.	1 2 3 4 5
1 2 3 4 5	36. During the regular class period, time is planned to make assignments.	1 2 3 4 5
1 2 3 4 5	37. At the end of the class period, time is planned to help students organize the material for review purposes.	1 2 3 4 5
1 2 3 4 5	38. At the close of class, new material is tied to previously learned knowledge for continuity purposes.	1 2 3 4 5
1 2 3 4 5	39. Various methods of teaching are employed to maintain student interest.	1 2 3 4 5
1 2 3 4 5	40. Class presentations are carefully planned to include set (e.g. establish lesson objectives, motivate students etc.)	1 2 3 4 5
1 2 3 4 5	41. Presentations are carefully planned to include closure (e.g. review major lesson points, summarize, etc.)	1 2 3 4 5

Scale A IMPORTANCE	Use of Student Behavior Competencies COMPETENCY STATEMENTS	Scale B UTILIZATION
1 2 3 4 5	61. A planned question period for students is part of the classroom presentation.	1 2 3 4 5
1 2 3 4 5	62. Student participation is stressed to correct misunderstanding.	1 2 3 4 5
1 2 3 4 5	63. Students' questions are restated by the instructor to analyze what they are asking and clarify important points.	1 2 3 4 5
1 2 3 4 5	64. Students' questions are redirected to other students to increase student participation.	1 2 3 4 5
1 2 3 4 5	65. Students who participate and contribute to class discussions are praised.	1 2 3 4 5
1 2 3 4 5	66. Students are encouraged to contribute to class discussions.	1 2 3 4 5
1 2 3 4 5	67. Students' suggestions are used to clarify or improve their understanding of the subject.	1 2 3 4 5
1 2 3 4 5	68. When the teacher lacks the information to a student's question, it is best to admit to not knowing the answer.	1 2 3 4 5
1 2 3 4 5	69. Challenge of the instructor's wisdom is accepted from students who are sincere about their learning.	1 2 3 4 5
1 2 3 4 5	70. How students react to the various topics is thought through carefully when planning lessons.	1 2 3 4 5

Thank you for your time and participation. Please feel free to add any comments of your own. Remember to place on the demographic sheet the number of students in the one class you have considered for the purpose of gathering student feedback data.

Sincerely,

Allen Hirst

Allen Hirst

COMMENTS:

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